ETS HiSET

Listening. Learning. Leading.®

Jason Carter
660 Rosedale Road
Princeton, NJ 08541

May 27, 2013

Dear Educator:

As Director of the ETS *HiSET*™ program, I am writing to update you on important changes to the field of high school equivalency assessment in 2014 and the impact they will have on your admissions process.

The high school equivalency market as we have known it for the past 70 years is changing. Starting in January 2014, for the first time ever there will be a choice in high school equivalency testing. A number of states have already shifted away from the GED® test. ETS's HiSET program is replacing the GED test in Montana, New Hampshire and Tennessee. Additionally, at least 13 other states will be releasing requests between now and March 2014.

Developed by nonprofit ETS, a leader in educational assessments that develops, administers and scores more than 50 million tests annually, the HiSET program is a national testing program that provides an accessible and affordable alternative to the GED test. Test takers will be assessed in five content areas: Social Studies, Science, Mathematics and Language Arts (Reading and Writing). Test items are normed and calibrated based on a sample of 11th and 12th grade high school students. Available in both paper-and-pencil and computer-based formats, the HiSET program is more accessible to all test takers.

What does this mean for you?

- **Access to a large, diverse applicant base.** ETS has already been contracted by three states to provide their official high school equivalency testing program, representing nearly 20,000 test takers annually — and we are continuing to work with additional states to provide access to equitable options.
- **Support for the education challenges of the 21st Century.** As the demand for highly educated and skilled employees continues to grow, we will need to continue to educate and challenge the nearly 40 million adults in the United States over the age of 16 without high school diplomas to attain them, opening the pathway to college degrees and better jobs. The HiSET program will provide a high school equivalency cut score; in addition, test takers will receive feedback in both content and process categories as well as college and career readiness indicators.

Your candidates deserve the best chance to succeed, and ETS is committed to advancing quality and equity in education by providing states with the most accessible, affordable and inclusive high school equivalency program available. For more information on the HiSET program, please visit www.hiset.ets.org or feel free to email me directly at jcarter@ets.org.

Sincerely,

Jason F. Carter

Jason Carter
Director, HiSET Program
Educational Testing Service

Education & Local Gov't Committee
September 23, 2013

Exhibit 16

Listening. Learning. Leading.®

ETS NEWS

Educational Testing Service
External Relations
Princeton, NJ 08541-0001

FOR IMMEDIATE RELEASE

Contact Jason Baran
1-609-683-2428
jbaran@ets.org

ETS's *HiSET*™ Program Offers Affordable, Accessible High School Equivalency Assessment

Princeton, New Jersey (Mar. 20, 2013) — Nonprofit Educational Testing Service (ETS) and the University of Iowa's Iowa Testing Programs (ITP) are proud to introduce the new ETS High School Equivalency Test — *HiSET*™ — a national testing program that provides an accessible and affordable alternative to the GED® test for states, educators, test takers and test center administrators.

After listening to the needs of states, educators, policymakers and employers, ETS designed the HiSET program to include elements that are critical to providing out-of-school youth and adults with the best opportunity to demonstrate their high school-level proficiency and their readiness for higher education or the workplace.

"ETS and ITP developed the HiSET program with two distinct advantages for users and test takers: affordability and accessibility," said ETS Vice President and General Manager of K–12 Student Assessment Programs John Oswald. "These advantages, along with ETS's commitment to quality, are at the core of ETS's mission to advance quality and equity in education for all people."

The advantages of the HiSET program include:

- Paper-based and computer-based test delivery to serve the greatest number of candidates.
- Affordable test fees to keep this valuable credential accessible for candidates, states and educational programs.
- Flexibility with the use of existing test centers, test prep and curricula, and a choice of scoring vendor options.
- English and Spanish versions of the test.
- Test design and validation by experts in assessment development for fair and reliable results.
- Up to two free retests per subtest are included for up to 12 months from original date of purchase. The maximum number of tests per subtest is three per calendar year.

Furthermore, the HiSET program offers much-needed flexibility to states wanting to avoid GED® score expiration in 2014 by supporting combined pre-2014 GED® scores with HiSET scores to issue equivalency credentials.

"The HiSET program will allow candidates to demonstrate that they have attained the academic knowledge and proficiency equivalent to those of a high school graduate," said Catherine Welch, Director of Statewide Testing Programs and Professor of Educational Measurement and Statistics at the University of Iowa. "Moreover, information gathered from the assessment will help identify the areas where candidates are career- and college-ready."

The HiSET program will be available in two phases. The Phase 1 HiSET test is designed to be compatible with current instructional materials used for high school equivalency assessment and covers five core areas: (1) Language Arts–Reading, (2) Language Arts–Writing, (3) Mathematics, (4) Science and (5) Social Studies. The first administration of Phase 1 is scheduled for January 2014.

Phase 2 of the HiSET program will align more fully with the Common Core State Standards (CCSS). Since instructional programs for CCSS at the high school level do not yet exist, the Phase 2 HiSET test allows time for instructional providers to learn how to teach the CCSS. In addition, it will measure the more rigorous college- and career-readiness standards that most states will use as the goal of a high school education beginning in 2014/2015. ETS and ITP will work with the states in designing the Phase 2 assessments, which will align with the Partnership for Assessment of Readiness for College and Careers (PARCC) and the Smarter Balanced Assessment Consortium (Smarter Balanced) assessments in terms of difficulty and content.

ETS and ITP, two highly respected assessment organizations, are committed to a fully collaborative relationship using combined resources to develop and provide high school equivalency assessments that reflect the highest standards of educational assessment.

For more information about the ETS HiSET program please visit http://hiset.ets.org/.

###

About ETS

At ETS, we advance quality and equity in education for people worldwide by creating assessments based on rigorous research. ETS serves individuals, educational institutions and government agencies by providing customized solutions for teacher certification, English language learning, and elementary, secondary and post-secondary education, as well as conducting education research, analysis and policy studies. Founded as a nonprofit in 1947, ETS develops, administers and scores more than 50 million tests annually — including the *TOEFL*® and *TOEIC*® tests, the *GRE*® tests and *The Praxis Series*™ assessments — in more than 180 countries, at over 9,000 locations worldwide. www.ets.org

ETS HiSET

Listening. Learning. Leading.®

Help candidates prepare for the new *HiSET*™ assessment

The HiSET™ high school equivalency test from ETS measures students in the same content areas as the GED® test, so your candidates can prepare very effectively using the existing GED® 2002 series study guides, described below. These study guides emphasize the importance of being able to read and process information, solve problems and communicate effectively. Candidates review content and process skills across all subject areas that are consistent with the HiSET assessment in the level of difficulty, the types of stimulus presented and the types of questions asked.

Provide test takers with the tools they need to succeed

The list below includes GED® preparation materials that candidates can use to prepare for the HiSET assessment, but other study guides may also be available:

Steck-Vaughn Complete GED Preparation, Steck-Vaughn, an imprint of Houghton Mifflin Harcourt Supplemental Publishers Inc., 2009.

McGraw-Hill's GED, The McGraw-Hill Companies, Inc., USA, 2005.

Contemporary's Complete GED, The McGraw-Hill Companies, Inc., USA, McGraw-Hill Wright Group, 2002.

McGraw-Hill TABE Test of Adult Basic Education: The First Step to Lifelong Success, P. Dutwin, C. Altreuter and K. Guglielmi, The McGraw-Hill Companies, Inc., 2003.

Language Arts. These GED® study materials can maximize readiness for individuals taking the HiSET Language Arts – Reading and Writing tests by providing opportunities to further their understanding, comprehension, interpretation and analysis of a variety of reading materials. The GED® complete study program includes a comprehensive overview of the types of reading materials found on the HiSET assessment.

The study materials also provide an in-depth summary of process skills and the passage-based format of test items presented in these study materials aligns with the overall format of the HiSET assessment. Numerous examples of both literary and informational texts are provided and the selections are presented in multiple genres on subject matter that varies in purpose and style.

The GED® selections also take the form of memoirs, essays, biographical sketches, editorials or poetry, consistent with HiSET Language Arts – Reading test. These materials also provide opportunities for candidates to better understand the structure of language through its organization, diction and clarity, sentence structure, usage and mechanics.

Science. The GED® study programs include a comprehensive overview of science content and the components of scientific inquiry. Reviewing key ideas in physical, chemical, and earth and space science will help prepare the test taker for content-related items seen on the HiSET assessment. Also provided is an in-depth summary of science process skills such as assessing the adequacy of facts, interpreting data, applying ideas in new contexts and distinguishing conclusions from supporting details. The passage-based format of test items presented in the GED® study materials aligns with the overall format of the HiSET assessment.

Social Studies. The GED® guides cover the essential content areas of American history, world history, civics and government, geography and economics that are covered on the HiSET Social Studies test. In addition, and probably more important to test takers, they review the essential processing and critical thinking skills that are tested throughout the HiSET assessment including recognizing main ideas and supporting statements, assessing the adequacy of supporting data, drawing conclusions, recognizing implications, interpreting social studies materials such as graphs, maps, tables and cartoons, recognizing bias, and differentiating between fact and opinion. Both the format and content of the GED® study materials align very closely with the HiSET Social Studies test.

Mathematics. The GED® study materials emphasize the need to solve quantitative problems using fundamental concepts and reasoning skills. Consistent with the HiSET assessment, the practice questions and preparation materials present practical problems that require numerical operations, measurement, estimation, data interpretation and logical thinking. Problems are based on realistic situations and test abstract concepts such as algebraic patterns, precision in measurement and probability. The study guides appear to be consistent in difficulty level with items found on the HiSET assessment.

How the HiSET assessment aligns with GED® study materials

As shown in the chart below, all subjects and domains covered in the GED® study materials are included in the HiSET assessment with the exception of Drama.

GED® Preparation Materials		HiSET Assessment
Subject	Domain	Domain coverage?
Mathematics	Algebra	Yes
Mathematics	Data Analysis	Yes
Mathematics	Decimal Numbers and Operations	Yes
Mathematics	Decimals	Yes
Mathematics	Fractions and Operations	Yes
Mathematics	Fractions and Percents	Yes
Mathematics	Geometry	Yes
Mathematics	Measurement	Yes
Mathematics	Measurement and Analysis	Yes
Mathematics	Number Relationships	Yes
Mathematics	Number Sense	Yes
Mathematics	Numbers and Operations	Yes
Mathematics	Percents	Yes
Mathematics	Probability	Yes
Mathematics	Statistics and Data Analysis	Yes
Mathematics	Whole Numbers and Operations	Yes
Reading	Drama	No *
Reading	Fiction	Yes

GED® Preparation Materials		HiSET Assessment
Subject	Domain	Domain coverage?
Reading	Informational Text	Yes
Reading	Nonfiction	Yes
Reading	Poetry	Yes
Essay	Preparing for the GED® Essay	Yes; a direct writing task
Science	Earth and Space Science	Yes
Science	Life Science	Yes
Science	Physical Science	Yes
Science	Physical Science–Chemistry	Yes
Science	Physical Science–Physics	Yes
Social Studies	Civics and Government	Yes
Social Studies	Economics	Yes
Social Studies	Geography	Yes
Social Studies	U.S. History	Yes
Social Studies	World History	Yes
Writing	English Usage	Yes; a direct writing task
Writing	Mechanics	Yes
Writing	Organization	Yes
Writing	Sentence Structure	Yes
Writing	Spelling	Yes
Writing	Usage	Yes

* In contemporary adult education standards, such as the Office of Vocational and Adult Education's College and Career Readiness Standards for Adult Education, understanding or interpreting plays is not emphasized in any particular standard to the exclusion of any other type of literary work. To ensure examinees have adequate opportunity to demonstrate their understanding of fiction, literary nonfiction, poetry and informational text in the testing time allotted, excerpts from plays are not included among the possible materials examinees may encounter.

For more information,
Visit: **hiset.ets.org**
Email: **hiset@ets.org**
Phone Toll-Free: **1-855-MyHiSET**
(1-855-694-4738)

Listening. Learning. Leading.®

www.ets.org

The *HiSET*™ High School Equivalency Test reflects college and career readiness

The *HiSET*™ program from ETS is designed to align with the College- and Career-Readiness (CCR) Standards for Adult Education released by the Office of Vocational and Adult Education in April 2013.

The panel that developed the standards adopted an approach that articulated the anchor standards in terms of a developmental sequence within five grade-level groupings to more closely reflect adult education levels of learning. The HiSET program incorporates these CCR anchor standards in grade grouping E (9–12) into the design specifications for the item pool and the assembled forms.

English-Language Arts (ELA)-Literacy

Table 1 on pages 3–4 provides an illustration of the CCR ELA/Literacy anchor standards (grades 11–12) that the HiSET Language Arts – Reading and Language Arts – Writing assessments measure. Both assessments align to specific standards of the Common Core State Standards (CCSS) in ELA. In addition, the Reading assessment includes a mix of both literary and informational texts as defined by the CCSS.

Aspects of Reading Comprehension Identified in the CCR Standards for Adult Education

The selection of reading materials and test questions for the HiSET program reflects three central emphases of the CCR Standards in ELA-Reading — **Complexity**, **Evidence** and **Knowledge**.

Complexity. Regular practice with complex text and its academic language

Text complexity is an important aspect of cognition in the assessment of reading. We drew the texts of the HiSET item pool from previously published works of authors recognized for their contributions to adult literature, both fiction and nonfiction. Although this is recognized as a shift in emphasis for adult education, we selected these materials precisely because they present engaging ideas that support comprehension questions with variety in terms of cognitive complexity. In addition, specific questions are targeted at vocabulary acquisition and the use of context to recognize or infer the meaning of complex, academic vocabulary. Informational texts cover topics in the natural and social sciences as well as history and government, so we cover aspects of the CCR Standards related to the processing of complex information in social studies and science.

Consistent with the recommendations of the CCSS, we use three different dimensions to describe the text complexity of the HiSET assessment — qualitative, quantitative and reader/task considerations. **Table 2** on page 5 summarizes the type of information available to help evaluate each dimension. The three dimensions are equally important in assembling a HiSET form, and we use the dimensions to provide a range of text complexity within a form and across forms so that the forms are as comparable as possible.

Testing and content experts review the text-based materials for four aspects of the qualitative dimension — level of meaning or purpose, structure, language conventionality and clarity. We assemble each HiSET form to include a balance of these dimensions. For example, a single form would include a range of text types of increasing complexity and sophistication. We evaluate the quantitative dimensions through a combination of text-based indices (e.g., Lexile® Measures and traditional readability indices) and national passage-based statistics that address the relative difficulty of these materials for 11th- and 12th-grade students. In addition, we have reviewed the passages for accessibility, appropriateness of test complexity and appropriateness of topics.

Evidence. Reading, writing and speaking grounded in evidence from text, both literary and informational

A second key shift required by the CCR Standards is the prioritization of textual evidence. In the HiSET Language Arts – Reading test, questions require candidates to use evidence from the text to identify key ideas used to support the central argument or important details used to convey meaning in informational texts. Candidates see questions and answer choices that require them to weigh and consider the relative importance of specific text references in advancing understanding of an author's main idea or in making an inference about an author's implicit meaning. In the Language Arts – Writing test, prompts may require candidates to analyze an issue, state a position and bring specific evidence to bear in support of the stated position.

Knowledge. Building knowledge through content-rich nonfiction

The final shift in the CCR Standards emphasizes literacy across the disciplines of science, social studies and technical subjects. In the HiSET Language Arts – Reading test, informational passages include topics drawn from the natural and social sciences and history. In addition, stimulus material in the Social Studies and Science tests require candidates to process complex information, to evaluate the relevance and validity of evidence presented in actual studies, and to differentiate conclusions and generalizations that evidence supports. Grounding such questions in content from across the disciplines is an important aspect of item development and selection criteria for the assembly of HiSET forms.

Table 1 – College- and Career-Readiness Standards for Adult Education ELA-Literacy – Grades 11–12		HiSET Assessment
CCR Anchor 1 (CCSS.ELALiteracy.RI.11-12.1)	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Language Arts – Reading
CCR Anchor 2 (CCSS.ELALiteracy.RST.11-12.2)	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Language Arts – Reading
CCR Anchor 3 (CCSS.ELALiteracy.RI.11-12.3)	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Language Arts – Reading
CCR Anchor 4 (CCSS.ELALiteracy.RI.11-12.4)	Determine the meaning of words and phrases as they are used in the text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone.	Language Arts – Reading
CCR Anchor 5 (CCSS.ELALiteracy.RI.11-12.5)	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Language Arts – Reading
CCR Anchor 6 (CCSS.ELALiteracy.RL.11-12.6)	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Language Arts – Reading
CCR Anchor 7 (CCSS.ELALiteracy.RI.11-12.7)	Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.	Language Arts – Reading
CCR Anchor 8 (CCSS.ELALiteracy.RI.9-10.8)	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and false reasoning.	Language Arts – Reading
CCR Anchor 9 (CCSS.ELALiteracy.RL.11-12.9)	Analyze seventeenth-, eighteenth- and nineteenth-century foundational U.S. documents of historical and literary significance for their themes, purposes, and rhetorical features.	Language Arts – Reading
CCR Anchor 10 (Complexity Shift)	Read and comprehend complex literary and informational text independently and proficiently.	Language Arts – Reading

Table 1 – Common Core State Standards – English Language Arts Grades 11–12		HiSET Assessment
CCR Anchor 1 (CCSS.ELALiteracy. L.11-12.1)	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	Language Arts – Writing
CCR Anchor 2 (CCSS.ELALiteracy. L.9-10.2)	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	Language Arts – Writing
CCR Anchor 3 (CCSS.ELALiteracy. L.11-12.2)	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	Language Arts – Writing
CCR Anchor 4 (CCSS.ELALiteracy. L.11-12.3)	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 *reading and content*, choosing flexibly from a range of strategies.	Language Arts – Writing
CCR Anchor 5 (CCSS.ELALiteracy. L.11-12.4)	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Language Arts – Writing
CCR Anchor 6 (CCSS.ELALiteracy. L.11-12.6)	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college- and career-readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Language Arts – Writing
CCR Anchor 1 (CCSS.ELALiteracy. W.11-12.1)	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Language Arts – Writing
CCR Anchor 2 (CCSS.ELALiteracy. W.11-12.2)	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Language Arts – Writing
CCR Anchor 3 (CCSS.ELALiteracy. W.11-12.3)	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.	Language Arts – Writing
CCR Anchor 4 (CCSS.ELALiteracy. W.11-12.4)	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)	Language Arts – Writing
CCCR Anchor 5 (CCSS.ELALiteracy. W.11-12.5)	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Language Arts – Writing

Table 2 – Dimensions of HiSET Text Complexity Table					
Dimension	Considerations for HiSET Forms				
Qualitative dimension		**Reading**	**Language Arts**	**Social Studies**	**Science**
	Levels of Meaning or Purpose	Includes a variety of literary and informational texts from simple meaning to multiple meanings	Includes a variety of literary and informational texts from explicitly stated to implicitly stated		
	Structure	Includes a variety of texts from simple to highly complex	Includes a variety of texts from simple to highly complex	Graphics and figures range from simple to complex	Graphics and figures range from simple to complex
	Language Conventionality and Clarity	Texts rely on a range of language conventionality and clarity from literal to figurative. We balance texts to represent this range within a given form of the HiSET			
	Knowledge Demands	No assumptions about readers' life experiences	No assumptions about readers' life experiences	Background content knowledge assumed	Background content knowledge assumed
Quantitative dimension	Lexile scores for text-based stimuli aligned to the college- and career-readiness ranges established by MetaMetrics® Traditional readability indices for text-based stimuli based on word length, frequency, and complexity Item-level and form-level difficulty indices collected from a nationally representative sample of 11th- and 12th-grade students				
Reader and task considerations	Student difficulty levels collected on nationally representative samples of 11th- and 12th-graders Professional judgments from educators on the appropriateness of the passages and stimuli included in the HiSET forms				

Mathematics

The CCR Mathematics standards reflect an emphasis on core aspects of the mathematics domain. Additionally, the approach stressed a developmental progression of content and skill complexity associated with the use of mathematics and quantitative thinking in vocational applications and adult life.

Table 3 on pages 6–7 indicates the sections of the CCSS Mathematics standards (grades 11–12) that the HiSET Mathematics test measures.

Aspects of Mathematics Identified in the CCR Standards for Adult Education

The selection of major content domains and test questions for the HiSET Mathematics test reflects three central emphases of the CCR Standards in mathematics — **Focus, Coherence** and **Rigor**.

Focus. Focusing strongly where the standards focus

The HiSET mathematics domains focus on core standards of Numbers and Operations on Numbers (Number and Quantity, Functions), Measurement/Geometry, Data Analysis/Probability/Statistics and Algebraic Concepts. Fluency developed in adult education programs that cover foundation skills in mathematics prepares candidates to solve HiSET problems in all domains represented in the assessment as problems are placed in contexts and may be solved with multiple and varied solution strategies.

Coherence. Designing learning around coherent progressions level to level

This shift in the CCR Standards reflects the observation that higher-level standards become extensions of previous learning for adult learners, rather than new concepts or ideas. The HiSET Mathematics assessment presents problems that represent the culmination of conceptual development in learning progressions that begin with foundation skills, numerical operations and patterns of quantitative thinking.

Rigor. Focusing strongly where the standards focus

The application of mathematical concepts to real-world contexts reflects this shift. Candidates must understand the application setting to solve problems that require more than the simple application of a set of procedures. HiSET questions in mathematics may often be approached from more than one perspective, and solution strategies may involve, for example, both algebraic thinking and numerical understanding of proportional relationships, ratios and even place value.

Table 3 – College- and Career-Readiness Standards for Adult Education Mathematics – Grades 11–12			HiSET Assessment
CCSS.Mathematics – Number and Quantity	**The Real Number System** • Extend the properties of exponents to rational exponents	• Use properties of rational and irrational numbers	Mathematics
CCSS.Mathematics – Number and Quantity	**Quantities** • Reason quantitatively and use units to solve problems		Mathematics
CCSS.Mathematics – Number and Quantity	**The Complex Number System** • Perform arithmetic operations with complex numbers	• Represent complex numbers and their operations on the complex plane • Use complex numbers in polynomial identities and equations	Mathematics
CCSS.Mathematics – Algebra	**Seeing Structure in Expressions** • Interpret the structure of expressions • Write expressions in equivalent forms to solve problems		Mathematics

Table 3 – College- and Career-Readiness Standards for Adult Education Mathematics – Grades 11–12		HiSET Assessment
CCSS.Mathematics – Algebra	**Arithmetic with Polynomials and Rational Functions** • Perform arithmetic operations on polynomials • Rewrite rational expressions	Mathematics
CCSS.Mathematics – Algebra	**Creating Equations** • Create equations that describe numbers or relationships	Mathematics
CCSS.Mathematics – Algebra	**Reasoning with Equations and Inequalities** • Understand solving equations as a process of reasoning and explain the reasoning • Solve equations and inequalities in one variable • Solve systems of equations • Represent and solve equations and inequalities graphically	Mathematics
CCSS.Mathematics – Functions	**Interpreting Functions** • Understand the concept of a function and use function notation • Interpret functions that arise in applications in terms of the context • Analyze functions using different representations	Mathematics
CCSS.Mathematics – Functions	**Building Functions** • Build a function that models a relationship between two quantities	Mathematics
CCSS.Mathematics – Functions	**Linear, Quadratic, and Exponential Models** • Construct and compare linear, quadratic, and exponential models and solve problems • Interpret expressions for functions in terms of the situation they model	Mathematics
CCSS.Mathematics – Geometry	**Congruence** • Experiment with transformations in the plane	Mathematics
CCSS.Mathematics – Geometry	**Similarity, Right Triangles, and Trigonometry** • Prove theorems involving similarity	Mathematics
CCSS.Mathematics – Geometry	**Geometric Measurement and Dimension** • Explain volume formulas and use them to solve problems	Mathematics
CCSS.Mathematics – Geometry	**Modeling with Geometry** • Apply geometric concepts in modeling situations	Mathematics

For more information,
Visit: **hiset.ets.org**
Email: **hiset@ets.org**
Phone Toll-Free: **1-855-MyHiSET**
(1-855-694-4738)

Listening. Learning. Leading.®

www.ets.org

Listening. Learning. Leading.®

Now, for the first time, you'll have a choice.

Announcing the new high school equivalency test from ETS

Educational Testing Service (ETS), a leader in assessment development worldwide, is pleased to announce that it will offer a more affordable, more accessible high school equivalency test beginning in January 2014. The ETS High School Equivalency Test (*HiSET*™), the first alternative to the GED® test since 1942, will include elements that are critical to providing educational opportunities for those who need a second chance to succeed.

Designed with two important advantages to meet your needs

The HiSET program is being designed by ETS and Iowa Testing Programs, two highly respected nonprofit assessment organizations, to address the needs of states, educators, policymakers, employers and test takers. The test will measure the same competencies as the GED® test, but ETS will offer these two value-added advantages:

More accessible. The HiSET program will be widely available in both **paper- and computer-based** administrations through **existing testing locations**, establishing a smooth transition. Candidates can prepare for the test with existing materials and courses.

More affordable. The HiSET program is priced at only $50, which includes all costs — from registration to scoring and reporting. Up to two free retests per subtest are included for up to 12 months from original date of purchase. The maximum number of tests per subtest is three per calendar year.

Working with you every step of the way

The HiSET program will be launched in two phases:

Phase 1 — The Phase 1 test, which will launch in January 2014, will be compatible with current professional development materials used for high school equivalency assessment and will cover five core areas:

- Language Arts–Reading
- Language Arts–Writing
- Mathematics
- Science
- Social Studies

Phase 2 — ETS will work with state stakeholders in Phase 2 to design a test aligned more fully with the Common Core State Standards. This next-generation test will measure the more rigorous college- and career-readiness standards most states will adopt.

ETS has a proven track record of marketing widely accepted large-scale assessments

ETS has continually demonstrated its marketing prowess in effectively reaching institutions, influencers, employers and test takers worldwide. For more than 65 years, ETS has developed some of the most widely accepted large-scale assessments used by organizations and institutions around the globe, including the *GRE*® and *TOEFL*® tests. Leading the way with more than 50 million tests administered and scored at more than 9,000 locations in 180 countries each year, ETS is uniquely qualified to offer an alternative high school equivalency test.

For more information

Website: **hiset.ets.org**
Email: **hiset@ets.org**
Phone Toll-Free: **1-855-MyHiSET**
(1-855-694-4738)

HiSET™ Information Brief

The purpose of the ETS High School Equivalency Test (*HiSET*™) is to certify a candidate's attainment of academic knowledge and skills equivalent to those of a high school graduate. *HiSET*™ scores will identify those candidates who have performed at a level consistent with high school equivalency. Information from the HiSET program also will help identify areas in which candidates are career- and college-ready, as well as areas in which additional preparation may be needed.

The work of the HiSET program has been divided into two phases (Phases 1 and 2) that will continue to evolve as many states adopt and implement career- and college-readiness curriculum standards and move toward new standards in science and social studies.

Defining the current target body of knowledge and skills within each area is the primary focus of Phase 1. Measuring that well-defined set of core competencies, the Phase 1 HiSET program will be available in January 2014. The Phase 1 HiSET program will assess the knowledge and skills measured by the five tests described in this document. These tests reflect core competencies as identified by current stakeholders and core curriculum standards. Phase 1 also reflects a substantial alignment with Common Core State Standards (CCSS) in English Language Arts and Mathematics.

Phase 2 of the HiSET program will reflect a greater alignment with the CCSS as these standards become more fully integrated into the K–12 curriculum. It also will reflect anticipated changes when the ***Next Generation Science Standards for Today's Students and Tomorrow's Workforce*** have been approved and adopted by states.

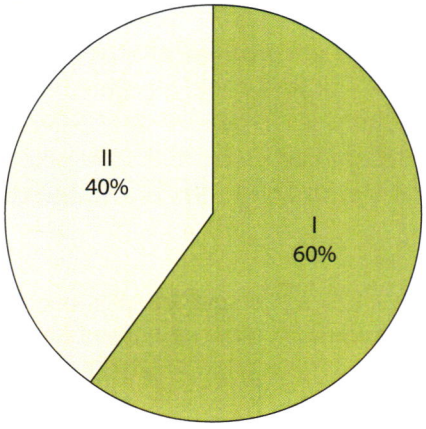
Candidates will be tested in five core areas: Language Arts – Reading, Language Arts – Writing, Mathematics, Science, and Social Studies. Descriptions of each of these five tests are contained in this document. Included with the descriptions are sample items that illustrate the types of items that will appear on the test. The ***HiSET*™ *Practice Tests*** allow the candidates to view sample content and item types and provide them with general information about their level of preparation for taking the operational form.

The pool of items used in Phase 1 has been calibrated on a probability sample of the entire nation. High school juniors and seniors were stratified by geographic region, socioeconomic status, and school district size, and response data were calibrated to obtain national item parameters used in the assembly of forms. In addition to national item parameters, forms assembly is guided by alignment to current core standards and overlapping Common Core State Standards. Scores on the five tests in Phase 1 are linked directly to the 40th percentile of students enrolled in high schools throughout the United States, the passing score currently used in most states.

Through ongoing validity research, the HiSET Phase 1 program has been connected to college readiness indicators. Candidate performance relative to these indicators will be part of the reporting system for the Phase 1 assessment.

The following "Test at a Glance" sections provide an outline of the Content and Process Categories for each subject area.

Language Arts – Reading

Test at a Glance	
Test Name	Language Arts – Reading
Time	65 minutes
Number of Questions	40
Format	Multiple-choice questions
	**Content Categories** Application of concepts, analysis, synthesis, and evaluation involving: I. Literary Texts II. Informational Texts **Process Categories** A. Comprehension B. Inference and Interpretation C. Analysis D. Synthesis and Generalization

About This Test

The Language Arts – Reading test provides evidence of a candidate's ability to understand, comprehend, interpret, and analyze a variety of reading material. The item pool from which the HiSET test forms will be assembled is 40 percent literary content and 60 percent informational content, as defined by CCSS. We note that this is a closer representation of CCSS than the current high school equivalency test. In the ETS HiSET program, candidates will be required to read a broad range of high-quality, increasingly challenging literary and informational texts. The selections are presented in multiple genres on subject matter that varies in purpose and style. The selections may take the form of memoirs, essays, biographical sketches, editorials, or poetry. The texts generally range in length from approximately 400 to 600 words.

Reading Process Categories

In addition to the variety of reading texts, candidates also will answer questions that may involve one or more of the processes described below.

Comprehension

- *Understand restatements of information*
- *Determine the meaning of words and phrases as they are used in the text*

- *Analyze the impact of specific word choices on meaning and tone*

Inference and Interpretation

- *Make inferences from the text*
- *Draw conclusions or deduce meanings not explicitly present in the text*
- *Infer the traits, feelings, and motives of characters or individuals*
- *Apply information*
- *Interpret nonliteral language*

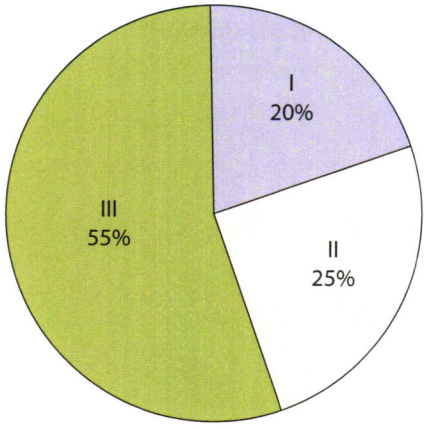
Analysis

- *Analyze multiple interpretations of a text*
- *Determine the main idea, topic, or theme of a text*
- *Identify the author's or speaker's purpose or viewpoint*
- *Distinguish among opinions, facts, assumptions, observations, and conclusions*
- *Recognize aspects of an author's style, structure, mood, or tone*
- *Recognize literary or argumentative techniques*

Synthesis and Generalization

- *Draw conclusions and make generalizations*
- *Make predictions*
- *Compare and contrast*
- *Synthesize information across multiple sources*

Language Arts – Writing

Test at a Glance	
Test Name	Language Arts – Writing
Time	Part 1 – 75 minutes Part 2 – 45 minutes
Number of Questions	51
Format	Multiple-choice questions Essay question
	**Content Categories – Part 1** I. Organization of Ideas II. Language Facility III. Writing Conventions **Content Categories – Part 2** A. Development of Ideas B. Organization of Ideas C. Language Facility D. Writing Conventions

About This Test

The Language Arts – Writing test provides information about a candidate's skill in recognizing and producing effective standard American written English. Part 1 of the test measures a candidate's ability to edit and revise written text. Part 2 of the test measures a candidate's ability to generate and organize ideas in writing.

Part 1 requires candidates to make revision choices concerning organization, diction and clarity, sentence structure, usage, and mechanics. The test questions are embedded in complete texts in the form of letters, essays, newspaper articles, personal accounts, and reports.

The texts are presented as drafts in which parts have been underlined to indicate a possible need for revision. Questions present alternatives that may correct or improve the underlined portions. Aspects of written language that are tested may include appropriate style, logical transitions, discourse structure and organization, conciseness and clarity, or usage and mechanics.

Part 2 of the test measures proficiency in the generation and organization of ideas through a direct assessment of writing. Candidates are evaluated on development, organization, language facility, and writing conventions.

Content Descriptions

The following are descriptions of the topics covered in the basic content categories of Part 1. Because the assessments were designed to measure the ability to analyze and evaluate writing, answering any question may involve aspects of more than one category.

Organization of Ideas

- *Select logical or effective opening, transitional, and closing sentences*
- *Evaluate relevance of content*
- *Analyze and evaluate paragraph structure*
- *Recognize logical transitions and related words and phrases*

Language Facility

- *Recognize appropriate subordination and coordination, parallelism, and modifier placement*
- *Maintain consistent verb tense*
- *Recognize effective sentence combining*

Writing Conventions

- *Recognize verb, pronoun, and modifier forms*
- *Maintain grammatical agreement*
- *Recognize idiomatic usage*
- *Recognize correct capitalization, punctuation, and spelling*

Part 2 of the Language Arts – Writing test requires that candidates create written responses that are evaluated for development of ideas, organization of ideas, language facility, and conventions.

Development of Ideas

- *Focus on central idea, supporting ideas*
- *Explanation of supporting ideas*

Organization of Ideas

- *Introduction and conclusion*
- *Sequencing of ideas*
- *Paragraphing*
- *Transitions*

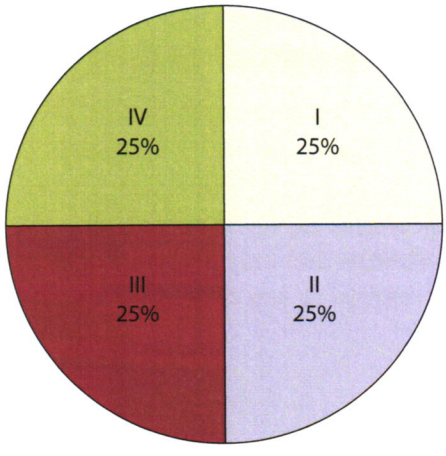
Language Facility

- *Word choice*
- *Sentence structure*
- *Expression and voice*

Writing Conventions

- *Grammar*
- *Usage*
- *Mechanics*

Mathematics

Test at a Glance	
Test Name	Mathematics
Time	90 minutes
Number of Questions	50
Format	Multiple-choice questions
	**Content Categories** I. Numbers and Operations on Numbers II. Measurement/Geometry III. Data Analysis/Probability/Statistics IV. Algebraic Concepts **Process Categories** A. Understand Mathematical Concepts and Procedures B. Analyze and Interpret Information C. Synthesize Data and Solve Problems

About This Test

The Mathematics test assesses mathematical knowledge and competencies. The test measures a candidate's ability to solve quantitative problems using fundamental concepts and reasoning skills. The questions present practical problems that require numerical operations, measurement, estimation, data interpretation, and logical thinking. Problems are based on realistic situations and may test abstract concepts such as algebraic patterns, precision in measurement, and probability. The use of calculators is an option for candidates.

Content Descriptions

The following are descriptions of the topics covered in the basic content categories. Because the assessments were designed to measure the ability to integrate knowledge of mathematics, answering any question may involve content from more than one category.

Numbers and Operations on Numbers may include the following topics: properties of operations, vectors, and matrices; real and complex numbers; absolute values; and computation and estimation with real numbers, exponents, radicals, ratios, proportions, and percents.

Measurement and Geometry may include the following topics: measurable attributes of objects and the appropriate techniques, tools, and formulas to determine measurement and achieve specified degrees of precision. Key ideas in geometry include: properties of geometric figures; theorems of lines and triangles; and the perimeter, surface area, volume, lengths, and angles for geometric shapes.

Data Analysis, Probability, and Statistics may include the basic concepts of probability, linear relationships, and measures of central tendency and variability to solve problems. Concepts and processes may include understanding relations among events, data collection, counting principles, and the aspects of distributions.

Algebraic Concepts may include the concepts of analyzing mathematical situations and structures using algebraic symbols. Candidates should understand patterns, relations, and functions. Topics may include linear functions and inequalities as well as nonlinear functional relations. Candidates may be required to analyze and interpret algebraically, numerically, and graphically; represent, generalize, and solve problem situations; simplify algebraic expressions; analyze and interpret functions of one variable by investigating rates of change and intercepts; and understand the meaning of equivalent forms of expressions, equations, inequalities, and relations.

Mathematics Process Categories

In addition to knowing and understanding the mathematics content explicitly described in the Content Descriptions section, candidates also will answer questions that may involve one or more of the processes described below. Any of the processes may be applied to any of the content areas of the mathematics test.

Understand Mathematical Concepts and Procedures

- *Select appropriate procedures*
- *Identify examples and counterexamples of concepts*

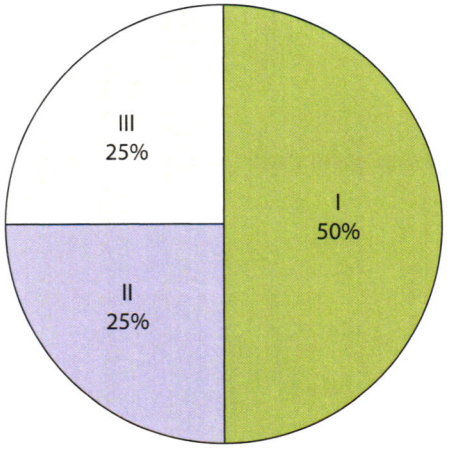
Analyze and Interpret Information

- *Make inferences or predictions based on data or information*
- *Interpret data from a variety of sources*

Synthesize Data and Solve Problems

- *Reason quantitatively*
- *Evaluate the reasonableness of solutions*

Science

Test at a Glance	
Test Name	Science
Time	80 minutes
Number of Questions	50
Format	Multiple-choice questions
	**Content Categories** I. Life Science II. Physical Science III. Earth Science **Process Categories** A. Interpret and Apply B. Analyze C. Evaluate and Generalize

About This Test

The Science test provides evidence of a candidate's ability to use science content knowledge, apply principles of scientific inquiry, and interpret and evaluate scientific information. Most of the questions in the test are associated with stimulus materials that provide descriptions of scientific investigations and their results. Scientific information is based on reports that might be found in scientific journals. Graphs, tables, and charts are used to present information and results.

The science situations use material from a variety of content areas such as: physics, chemistry, botany, zoology, health, and astronomy. The questions may ask candidates to identify the research question of interest, select the best design for a specific research question, and recognize conclusions that can be drawn from results. Candidates also may be asked to evaluate the adequacy of procedures and distinguish among hypotheses, assumptions, and observations.

Content Descriptions

The following are descriptions of the topics covered in the basic content categories. Because the assessments were designed to measure the ability to analyze and evaluate scientific information, answering any question may involve content from more than one category.

Life Science topics may include fundamental biological concepts, including organisms, their environments, and their life cycles; the interdependence of organisms; and the relationships between structure and function in living systems.

Physical Science topics may include observable properties such as size, weight, shape, color, and temperature; concepts relating to the position and motion of objects; and the principles of light, heat, electricity, and magnetism.

Earth Science topics may include properties of earth materials, geologic structures and time, and Earth's movements in the solar system.

Science Process Categories

In addition to knowing and understanding the science content explicitly described in the Content Descriptions section, candidates also will answer questions on this assessment that may involve one or more of the processes described below. Any of the processes may be applied to any of the content topics.

Interpret and Apply

- *Interpret observed data or information*
- *Apply scientific principles*

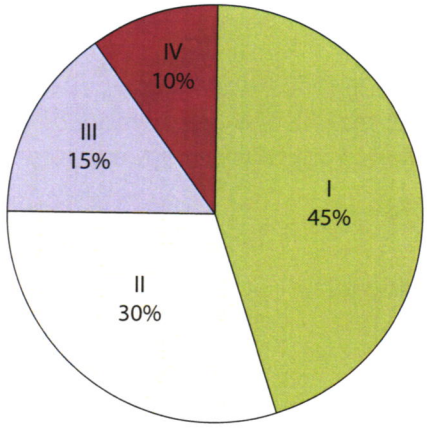
Analyze

- *Discern an appropriate research question suggested by the information presented*
- *Identify reasons for a procedure and analyze limitations*
- *Select the best procedure*

Evaluate and Generalize

- *Distinguish among hypotheses, assumptions, data, and conclusions*
- *Judge the basis of information for a given conclusion*
- *Determine relevance for answering a question*
- *Judge the reliability of sources*

Social Studies

Test at a Glance	
Test Name	Social Studies
Time	70 minutes
Number of Questions	50
Format	Multiple-choice questions
	**Content Categories** I. History II. Civics/Government III. Economics IV. Geography **Process Categories** A. Interpret and Apply B. Analyze C. Evaluate and Generalize

About This Test

The Social Studies test provides evidence of a candidate's ability to analyze and evaluate various kinds of social studies information. The test uses materials from a variety of content areas, including history, political science, psychology, sociology, anthropology, geography, and economics. Primary documents, posters, cartoons, timelines, maps, graphs, tables, charts, and reading passages may be used to present information. The questions may ask candidates to distinguish statements of fact from opinion; recognize the limitations of procedures and methods; and make judgments about the reliability of sources, the validity of inferences and conclusions, and the adequacy of information for drawing conclusions.

Content Descriptions

The following are descriptions of the topics covered in the basic content categories. Because the assessments were designed to measure the ability to analyze and evaluate various kinds of social studies information, answering any question may involve content from more than one category.

History may include historical sources and perspectives; the interconnections among the past, present, and future; and specific eras in U.S. and world history, including the people who have shaped them and the political, economic, and cultural characteristics of those eras.

Civics/Government may include the civic ideals and practices of citizenship in a democratic society; the role of the informed citizen and the meaning of citizenship; the concepts of power and authority; the purposes and characteristics of various governance systems, with particular emphasis on the U.S. government; and the relationship between individual rights and responsibilities, and the concepts of a just society.

Economics may include the principles of supply and demand; the difference between needs and wants; the impact of technology on economics; the interdependent nature of economies; and how the economy can be affected by governments, and how that effect varies over time.

Geography may include concepts and terminology of physical and human geography; geographic concepts to analyze spatial phenomena and discuss economic, political, and social factors; and interpretation of maps and other visual and technological tools, and the analysis of case studies.

Social Studies Process Categories

In addition to knowing and understanding the social studies content described in the Content Descriptions section, candidates also will answer questions that may involve one or more of the processes described below. Any of the processes may be applied to any of the content topics.

Interpret and Apply

- *Make inferences or predictions based on data or other information*
- *Infer unstated relationships*
- *Extend conclusions to related phenomena*

Analyze

- *Distinguish among facts, opinions, and values*
- *Recognize the author's purpose, assumptions, and arguments*

Evaluate and Generalize

- *Determine the adequacy of information for reaching conclusions*
- *Judge the validity of conclusions*
- *Compare and contrast the reliability of sources*

ETS HiSET

Listening. Learning. Leading.®

Frequently Asked Questions — *HiSET*™ Program Administration

1. What is the cost to test takers who choose to take one subject test at a time instead of taking all five subject tests at one time?

Test takers in the ETS *HiSET*™ testing program may purchase the full battery of tests (all five content areas) for $50. They have the choice of taking all five sections at once or on separate days. The $50 test fee is not dependent on the test-taker's testing schedule.

The fee for a single subtest (one content area) is $15. States have the option of combining pre-2014 GED® scores with HiSET scores to issue the state high school equivalency diploma or certificate. If a pre-2014 GED test taker has not completed one or more of the content areas in the GED test, after January 1, 2014, in participating states, the test taker can take any of the ETS HiSET subtests for a fee of $15 each.

2. Are multiple-choice and essay scoring included in the quoted costs? What is the turnaround time for all scores?

The HiSET test fee includes both multiple-choice and essay scoring. Computer-based test (CBT) test takers will receive multiple-choice scores immediately at the conclusion of testing. Multiple-choice scores for paper-based tests will be available within two days of ETS receiving scorable answer sheets. Essay scores for paper-based and computer-based tests will be available within six days of ETS receiving scorable answer sheets. The HiSET essays will be double-scored by two separate ETS-hired, trained and compensated scorers.

3. What are the costs for test takers to obtain transcripts and credentials?

The HiSET program does not charge for transcripts. Test takers, testing centers and states will have the ability to self-print transcripts. The credential (e.g., diploma, certificate) is issued by the state, and the state may choose to charge a fee.

4. How will you subsidize the costs of test delivery, including costs of staff (proctors), facilities and test accommodations, or ensure that there are enough test centers willing to incur these costs?

Test administration fees will be established by the state or testing center. The testing center will collect and keep the test administration fee. This is not an ETS fee.

5. What is the cost to correct errors on a paper form? Will it be $15 for certain errors, as is currently charged by at least one state?

The HiSET program does not charge an error-correction fee.

6. Who will actually pay for a test that is fully aligned with college- and career-readiness standards in three to seven years? Will states be asked to shoulder the costs of development as in New York?

Phase 2 of the HiSET program will be funded by ETS. ETS is a nonprofit organization that is committed to reinvesting in products and services that advance quality and equity in education. All development of Phase 1 and Phase 2 of the HiSET program has and will be funded by ETS.

7. What are the costs to test takers who relocate or apply to colleges or training programs that are not familiar with or are unwilling to accept ETS or McGraw-Hill test scores?

ETS has been a respected leader in education since we were founded in 1947. ETS is and will continue working with colleges, training programs and employers across the nation to provide information on the HiSET program, and will continue to gain acceptance of the program.

8. What are other real costs to our state of not preparing adults for the jobs and training programs available in your state?

The Phase 1 HiSET program will measure college and career readiness, providing test takers with a college- and career-readiness score in each of the five content areas tested:

- Language Arts–Reading
- Language Arts–Writing
- Mathematics
- Science
- Social Studies

This information will provide test takers, colleges, preparation providers and employers with information that can be used to help prepare test takers for college and careers. The HiSET program's college- and career-readiness information is similar to what current high school students are provided with through other assessments. Phase 2 of the HiSET program will be a collaboration with the states and stakeholders to continue adapting the test to measure college and career readiness. The timing will align with the Common Core State Standards changes that will be implemented throughout K–12 across the nation beginning in 2015–2016.

ETS HiSET

Listening. Learning. Leading.®

ETS *HiSET*™ program minimum system requirements for computer-based testing (CBT)

A. Computer Requirements

Note: Tests can be administered via two machines (laptops or desktops); one machine to run the local server\cache proxy and the administrative station; the second machine to run the testing workstation.

- **Administrative station:** Required for candidate check-in and other administrative tasks
- **Cache proxy (or IAS local server):** Required for storing test delivery information and temporary storage of candidate results
- **Testing stations:** Required for delivering tests (one testing station per candidate)

B. CBT Supported Operating Systems

- Microsoft® Windows® XP (32-bit only)
- Microsoft Windows Vista® (32-bit and 64-bit)
- Microsoft Windows 7 (32-bit and 64-bit)
- Microsoft Windows 8 (32-bit and 64-bit)

The operating system should reside on and boot from the computer's local hard disk. Virtual machines and thin clients are not supported.

Note: Mac OS® and Windows 2000 operating systems are not supported.

C. CBT Supported Web Browser

Microsoft Internet Explorer® version 6, 7, 8, 9 or 10

D. Local Area Network and Internet Connectivity

Cache proxy, administrative and testing station computers should reside on a Local Area Network (LAN) in the same subnet to allow communication between them without blocking of any port. In addition, they should be connected to the Internet via a broadband Internet connection such as DSL or better.

We strongly recommend using a separate device for LAN (switch) and Internet connectivity (router) instead of using an integrated device.

E. Specifications for Administrative and Testing Stations

- Minimum Processor: Pentium® IV (1.8GHz or higher)
- Minimum Installed Memory: 1GB or higher (must be at least the minimum Microsoft recommendation for the specific Operating System)
- Minimum Free Memory: 512MB
- Minimum Free Disk Space: 150MB
- Display Adapter: 1024x768 resolution, with 32-bit color depth/65,536 colors
- Display Monitor (Widescreen monitors [aspect ratio other than 4:3] are not supported.)
    - CRT: 17-inch or higher
    - LCD: 15-inch or higher

F. Specifications for Local Server\Cache Proxy machine:

Low-end CP for up to 20 candidates:

- Minimum Processor: Intel® Core™ 2 Duo with minimum 2.66 GHz
- Minimum Installed Memory: 2GB or higher (must be at least the minimum Microsoft recommendation for the specific Operating System)
- Minimum Free Memory: 1GB
- Minimum Free Disk Space: 2 GB

High-end CP for up to 40 candidates:

- Minimum Processor: Intel® Core™ 2 Quad with minimum 2.4GHz
- Minimum Installed Memory: 3GB or higher (must be at least the minimum Microsoft recommendation for the specific Operating System)
- Minimum Free Memory: 1GB
- Minimum Free Disk Space: 2 GB

ETS HiSET

Listening. Learning. Leading.®

HiSET™ Score Recipient Application Form

Institutions that award higher education degrees and high school diplomas as well as non-degree-granting organizations that award fellowships and scholarships are eligible for consideration by Educational Testing Service (ETS) as recipients of *HiSET*™ test scores. Institutions and non-degree-granting organizations that do not meet these requirements will be reviewed for eligibility by ETS.

If your institution meets the requirements stated above, ETS will send you a Designated Institution (DI) code.

ETS reserves the right, at its sole discretion, to grant or revoke a DI based on eligibility requirements or for any other reason, and to make exceptions to its policy, under special circumstances.

When HiSET candidates select your institution as a score recipient during registration, upon completion of the full battery of tests or for a period of five (5) years after their test date, their scores will be sent directly to the "Authorized Score Recipient and Reporting Address" you designate below.

Appropriate Use of HiSET Scores

HiSET score recipients may use HiSET score data for purposes of (i) evaluating applicants to undergraduate programs and (ii) evidence of high school equivalency. HiSET score recipients may not, without the express prior written consent of ETS, use HiSET score data for any other purpose, or copy, release, provide access to, or otherwise disclose HiSET score data to anyone except individuals within their particular organization having a need to know.

ETS will publish a list of official HiSET score recipients on the HiSET website at **www.hiset.ets.org**, which is updated on a regular basis, and in *HiSET™ Test Center and Code Lists*, which is distributed annually. No personally identifiable information is published.

Application Form

If you are a lead administrator at an institution interested in becoming a recipient of official HiSET scores, we invite you to complete the application form below.

Note that fields marked with an * are required.

Institution Information:

Name of Institution/Organization:*	
Address Line 1:*	
Address Line 2:	
Address Line 3:	
City:*	
State/Province:*	
ZIP/Postal Code:*	
Country:*	
Website:	
Telephone Number:*	

Type of Institution: *

- ☐ 2-yr College/University
- ☐ 4-Yr College/University
- ☐ High School
- ☐ Correctional Facility
- ☐ Trade/Vocational School
- ☐ Other (please specify):_____

HiSET

Listening. Learning. Leading.®

Authorized Score Recipient (e.g., Dean of Admissions) and Reporting Address Information:

An Authorized Score Recipient is an individual designated by your institution to receive official HiSET score reports. The Reporting Address is the office designated by your institution to receive official HiSET score reports.

First Name:*	
Last Name:*	
Title:*	
Department:*	
Institution:*	
Address Line 1:*	
Address Line 2:	
Address Line 3:	
City:*	
State/Province:*	
ZIP/Postal Code:*	
Country:*	
Email Address:*	
Telephone Number:*	
Fax Number:	

By signing this form I confirm that the information provided above is true and accurate.

* _____ _____

Signature Date

- Please return completed form by email to codecontrol@ets.org or fax to **973-735-0392**.
- Call **609-771-7091** if you need assistance